



Assessor's Evaluation for the IQM CoE Award



School Name St Edward's Catholic Primary School
Green Street
Upton Park
London
E13 9AX

Head/Principal Mr Paul Underwood

IQM Lead Ms Samaira Naz

Date of Review 20th June 2025

Assessor Ms Julia Ridley

IQM Cluster Programme

Cluster Group Drive to Thrive

Ambassador Dr Kenny Frederick

Next Meeting Autumn term 2025

Meeting Focus Not yet known.

Cluster Attendance

Term	Date	Attendance
Autumn 2023	10 th November 2023	Yes
Spring 2024	18 th March 2024	Yes
Summer 2024	28 th June 2024	Yes
Autumn 2024	15 th November 2024	Yes
Spring 2025	19 th March 2025	Yes
Summer 2025	10 th June 2024	Yes

Evidence

- A school tour
- School choir performance
- Learning Walk, accompanied by Head girl/boy and a new starter in Year 6.



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Meetings/discussions were held with:

- Pupils from the pupil parliament as well as well-being ambassadors, members of the commonwealth choir
- Parents
- Senior Leadership Team (Headteacher, Deputy Head/Curriculum Lead and Assistant Head/Inclusion/Attendance lead)
- Learning Mentor
- Four teachers
- 3 Teaching assistants
- Chair and vice chair of the PTA committee.
- The Chair of Governors



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Evaluation of Targets for last 12 Months

Target 1:

To provide parental support on SEMH and vulnerability through workshops and specific cluster meetings

The assistant Head with responsibility for Inclusion has just achieved her Senior Mental Health Lead qualification which she is using to develop the offer further, for all pupils, parents, and members of staff. The school have a very active PTA who have supported the school with this target. They have organised and led several coffee mornings for parents on a wide range of relevant topics linked to wellbeing and mental health support. They have signposted parents to additional services too.

Next Steps:

- To identify groups of parents and provide specific support in terms of ethnicity, culture, gender, and certain beliefs.
- To involve skilled parents/carers in the support provided for SEMH.
- To utilise online platforms as a tool to provide SEMH support for parents/carers

Target 2:

To fully implement a whole school approach to mental health and wellbeing and evaluate its effectiveness.

This has been very successful. The school have introduced meditation time for pupils as they come into the classroom after lunch-it is a dedicated calming time. The Zones of Regulation are used throughout the school with an emphasis on breathing techniques.

Pupils with additional needs have been introduced to new yoga sessions. They take place weekly and are proving very popular. The sessions are for years 1 and 2 and are linked to a story. The yoga mats were donated by parents.

Circle times are very effective too and are supported with the "take 10" resources, where pupils can discuss their feelings and emotions. Children have taken on the role of wellbeing ambassadors. The school are supported with a play therapist, music therapist and counsellors.

Staff feel supported and every fourth INSET is wellbeing time, staff can stay in school and catch up on work or go home early.

Next Steps:

- To empower the Wellbeing Ambassadors through links with other schools



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- To invite outside speakers to come into school to work with children and staff
- To extend links with the local community, utilising specialist services linked to mental health and wellbeing.

Target 3:

To build networks of groups for parents who have children with additional needs.

The Speech and language therapist from the Trust has delivered workshops and training sessions for parents so that they can help support their child with their language skills at home.

The school have started to run coffee mornings with a theme that is of interest to parents of children with additional needs.

Drop-in sessions and surgeries for Special Education Needs and Disabilities (SEND) parents on a one-to-one basis or in small groups have also increased this year and are very well-attended as issues arise.

Next Steps:

- To educate parents/carers from identified communities in supporting children with additional needs
- To signpost parents/carers to external agencies/communities that can provide specialist support and an opportunity to build further links.

Target 4:

To fully implement a parent volunteer process and monitor and evaluate overtime providing the necessary inductions and training.

This target has also been successful. The school developed a new volunteer policy which is now in place. All parent volunteers attend induction sessions where they are informed of all the key information that they need to fulfil the role. Everyone has an enhanced Disclosure and Barring Service (DBS) certificate.

The volunteer scheme is closely monitored with regular reviews and discussions about how well it is working for all participants.

Some parents volunteer regularly quite extensively whilst others may drop in for supporting reading once a week for example.

Next Steps:

- To research parental skill sets and incorporate this into the volunteers list. This could include local businesses, workshops, and charities.



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Target 5:

To incorporate enrichment activities for the Engagement group children.

This target has been very successful. The children participated in aspirations day and dressed up in costumes that represented their ideas for a career. The pupils attend mass at their local church with their peers, and they also have a more intimate mass session in school, led by a local priest on a weekly basis. Within their curriculum pupils have opportunities to develop their learning through cooking, yoga, messy play, sensory art, and horse-riding experiences. All pupils have access to after school clubs and educational visits in line with their peers.

Next Steps:

- To extend the school's partnership with the Parish and Priest by working together and designing more activities appropriate to the SEND children/Engagement Group

Target 6:

To extend partnerships with external agencies and across the trust drawing on the expertise of SEND specialists.

The school have access to weekly visits from the Trust's SALT as well as visits from the NHS SALT. They have sessions from the Play therapist, music therapist and counsellors too on a weekly basis.

The school have also made a connection with Beckton Horse Riding facilities, and this has now part of the offer for pupils with additional needs who would benefit from this enrichment opportunity.

Next Steps:

- To seek specialist support from SEND schools such as JFK and Connaught
- To link up with professionals within the school community who have additional needs themselves and utilise them as inspirational speakers.
- To liaise with SEND societies to research how this can benefit the children and school community.



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The school have prepared their project idea for the Flagship programme and after careful consideration have decided to focus on giving pupils access to the signing and symbol system of Makaton:

Project Title: To implement and develop the Makaton programme across the whole school community, enhancing communication for all adults and children.

Step 1

To undertake research into how communication can be enhanced within the school community.

Comments

The school feel that pupils need additional support, especially pupils who are not yet speaking or lack confidence, through an additional communication method. School will research via analysing current research and discussions with professionals in other schools who already use Makaton to collect ideas about how to enhance communication for children with additional needs.

Step 2

To provide Makaton training for all staff

Comments

All of the staff at the school, including non-teaching staff, will undertake the level 1 Makaton training. Everyone will have the same training from the same provider to ensure consistency. Everyone will be provided with a lanyard of the twenty most useful signs with the accompanying symbols so that they can help support pupils more effectively who need the visual cue.

Step 3

To introduce Makaton signs and symbols to pupils/ parents and the wider community

Comments

Pupils will gradually be introduced to Makaton through classroom activities, registration, and assemblies. Having a sign of the week and then a signer of the week award were also ideas that have been discussed. The school would like pupils to learn to sign the lunchtime prayers, maybe this could be learned initially by the prayer leaders of the week. Another step further down the line would be for pupils to learn to sign prayers in their own languages.



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Step 4

To invest in the next level of Makaton training

Comments

Once level 1 Makaton is embedded in the day-to-day functioning of the school and people are confident, the school will approach a provider to begin the level 2 training.

The Impact of the Cluster Group (with details of the impact of last three meetings)

The school have attended all the cluster groups for this year. In fact, they were the hosts for the first one of the year here at St Edward's. It was a great success with very positive feedback from all visitors. The other cluster group members were very impressed with the Commonwealth choir who sang during the visit.

The second cluster group meeting had a presentation about feelings and emotions and different strategies that can be used so that pupils feel supported to make progress in this area. They discussed how the development of the brain and early trauma can lead to behavioural issues and the consequences of this in the classroom. They also described how they use the Zones of regulation model in a variety of different contexts.

The most recent meeting was at St Edwards CE VA Primary in Romford. The visit was very useful. The school spoke about the bespoke Emotional Literacy Support Assistants (ELSA) programme and other mental health initiatives that the school have adopted. Some of the ideas have been tried at St Edwards. They also spoke about they have phased out all 1:1 support, the rationale for this and how the pupils are coping.



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Overview

The school continues to be a very inclusive school and is described as a family by people who work at the school and parents. It is a warm and friendly place to work where everyone's views, faith and background are valued. There is lots of laughter amongst all the hard work that takes place. Pupils say they love their school, and teachers really know how to make lessons fun.

The context of the school is changing. Numbers are reducing in the younger age groups and staffing has had to be reduced. The context is changing as neighbouring schools are closing down. More non-Catholics are now enrolled at the school than previously. The school no longer operates with a 1:1 support model, but they have appointed three Higher Level Teaching Assistants (HLTAs) instead.

Pupils, including those with additional needs are all part of the main classroom now, with no pupils removed to separate classrooms. It was felt that the previous arrangement was not helpful to pupils who felt detached from their peers. Pupils are very inclusive towards each other and look after each other in the playground.

The new Special Educational Needs Coordinator (SENCo) started as a TA at the school, then she became a teacher, now the SENCO. She is visible with staff and knows all the children. She offers training to support staff and is helping to build confidence so as to help them feel more empowered in their roles.

Pupils are given many opportunities to develop their talents.

Some pupils are taking part in a Create day, which is in conjunction with the Royal Opera House and Ballet. They have had six lessons and are ready to do a dance performance which is the finale of their work. All pupils are invited to all of their year group trips, no child is excluded. Parents are very keen to volunteer on trips.

They enjoy entering competitions! A recent competition which was judged by a local author and illustrator, and it attracted one hundred entrants. The latest one- "Design a theme park ride" will be judged by Governors in assembly next week.

Everyone is involved in international week, with parents bringing traditional dishes to the school for a food sharing event after school. Pupils enjoy wearing traditional clothes for this event.

The children with Special Educational Needs (SEN) attend mass with their peers, enjoy horse riding sessions, and have access to play and art therapy as well as Speech and Language Therapy (SALT) each week.

The school have started a new after school club for children who do not attend any other clubs, it is predominately a club for children with SEN, they do sensory art and play activities. Their siblings are also invited. It is proving very popular.



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West Ham are running pupil premium summer clubs for children who are part of the pupil premium grant. The school has been chosen as the venue for the summer clubs. The school has strong links with West Ham Foundation.

The Commonwealth choir goes from strength to strength with performances around the county. They recently sang in the foyer of the local hospital.

I went to hear a performance whilst at the school and I was very impressed with the calibre of the singing. There were choirs from nine local schools in total, singing together in a range of languages.

Teachers are very good at adapting lessons to make sure all needs are met. Pre-teaching is a useful tool to give additional support. Subject leaders work very hard to ensure that everyone is able to access the learning. The Inclusion lead meets weekly with support staff to plan for the week ahead; they are encouraged to express their own opinions too.

Pupils learn from each other and feel safe to ask any questions.

A Year 5 group went to a local Secondary School recently to do a science project on particle physics- a Science, Technology, Engineering, and Mathematics (STEM) project aimed at the more able.

I was very impressed with the children that I met which included the Head Boy/Girl, wellbeing ambassadors, members of the choir, members of the pupil parliament and curriculum ambassadors.

They were all very enthusiastic and proud of the school and the leadership roles that they undertake. They spoke to me about the "Talk to bear" initiative where pupils who have a worry can write a note and leave it by the bear, to be read by a wellbeing ambassador or a teacher who will offer support. The pupil parliament decorated the hall for World Book Day and help pupils to give feedback on the quality of the school lunches.

One boy who attend the Edwardians intervention talked about learning about toxic masculinity and what it means, as well as doing team building activities, running charity events, and having visitors come to school to do training such as teaching everyone how to administer Cardiopulmonary Resuscitation (CPR).

New features on the tour, led by the children, was the tree planted in memory of Pope Francis and the new statue of the virgin Mary. The pupils all know the Gospel values and like to be awarded a bookmark when they have exhibited one of the values at school.

One of the Assistant Heads has just become a senior mental health lead for the school, and she has recently established a new wellbeing committee.

Parents say they like google classroom which is used to share messages between home and school as well as a place to see homework. Instagram is used to celebrate the successes of the school and is easily accessible to all parents.



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The Parent Teacher Association (PTA) has grown this year, and they have run numerous fundraising events for the children- the Easter egg hunt was particularly popular. Children with SEN had a social story first and attended before their mainstream peers.

Aspirations and careers week involved parents coming to school to talk about their careers. It was a celebration of all professions. Children wore outfits that matched careers that interested them. Teachers dressed up too to represent professions that had interested them when they were at primary school.

Everyone I met was full of enthusiasm and warmth towards St Edwards (or Teddy's as it is affectionally known) which is a much-loved school.

Thanks to all for an informative and very positive experience.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to pursue Flagship School status. I therefore recommend that the school moves to Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Ms Julia Ridley

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd